**SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

***Directions for School Leadership Team:*** We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

**1. Has your school made progress towards achieving the goal?**

*A. How do the structures and systems in place at your school ensure all facets of the school culture create*

*predictable environments and a school climate that supports your SIP goal?*

At Maplewood Elementary, there are many ways in which we are making progress towards achieving our School Improvement Plan goals (ex. Master schedule, uninterrupted literacy blocks, balanced literacy, professional development and resources, math and science supplemental resources, PLC focused on improving instructional practices in the areas of ELA, Math and Science, progress monitoring systems including: BAS (K-3) and Standards Mastery (3-5), iReady (K-5).

A school wide instructional schedule was created and implemented K-5 that allows for effective student support inclusive of students with special needs as well as block scheduling for ELA, Math, and Science. This allows for each grade level team to have common planning times to collaborate and analyze student data to drive instruction. In addition, fourth and fifth grades are departmentalized by subject area and grouped by student needs.

*B. What are the gaps that exist between your current state and your desired state?*

Gaps exist at our school presently in ELA, Math and Science proficiency. In ELA, Integration of Knowledge (Literature and Informational) and Key Ideas and Details proficiency levels are below our desired states, specifically 1.2 and 1.3. Based on 2019 BSA data 45% of 3rd grade, 49% of 4th and 5th grade students are not predicted proficient in ELA.

Based on BSA and iReady data, Math school wide gaps exist in; proficiency of multiplication, division, and fractions; specifically, OA2.5 (multiplication) in 3rd grade, 4th grade, NBT2.6 has been our lowest standard for 2 years in a row, and in 5th grade, NFB.6 (multiplying fractions).

In Science school wide, students struggled with the Nature of Science standards.

*C. How will you address them between now and the end of this school year?*

In order to address the gaps that exist at our school, we have put various programs that employ a balanced approach including: Fountas and Pinnell’s Phonics and Word Study, Leveled Literacy Intervention, and Shared Reading and Interactive Reading resources. The RTI process focuses on students who are not meeting grade level targets based on the BAS Reading Assessment Data. As a school, we have been implementing LLI in grades K to 5 for students who are below grade level on the BAS. We hope that these changes continue to increase our reading proficiency. To help close gaps in the intermediate grades, we continue to progress monitor by using Standards Mastery Assessments after each instructional cycle. This data allows students and teachers to reflect on what they have learned and teachers can determine what remediation.

In order to address gaps that exist in Math, professional development has been provided for teachers. Teachers attended the Standards Based Math Instruction professional learning. Furthermore, the school requested additional assistance from the district to assist teachers in planning effective, differentiated math lessons. District staff conducted classroom walkthroughs, provided feedback and clarified misconceptions for teachers. As a result, our teachers have restructured their Math block to include the gradual release model, providing rigorous, targeted instruction for students.

On the 2019 Science BSA, 48%of 5th grade students scored at or above proficiency. This is a 6% increase when compared to the 2018 Science BSA. Analysis of this year’s BSA data indicates a need for explicit teaching of the Nature of Science standards (lowest area) and the re-teaching of 3rd and 4th grade standards that are tested on the Science FSA specifically, SC.4.E.6.2 (Minerals) and SC.4.L.16.4 (Life Cycles of Florida Plants and Animals).

In addition, we will continue to provide teachers with high quality instructional practices to help meet the needs of all students and reduce the gaps in learning. This support is provided to teachers through feedback from observations, Coaches, grade level data chats, Professional Learning Communities, and RTI meetings.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)

A. What evidence do you see that a barrier has been reduced or eliminated?

1. One barrier that has been reduced or eliminated across the school is an uninterrupted reading block. This is evidenced by classroom observations and walkthrough data collected during the Reading block. Announcements and classroom interruptions are minimized to ensure the integrity of the reading block.

2. Another barrier that has been reduced or eliminated is the lack of common planning time. The daily schedule includes common planning and lunch times for each grade level. Evidence of grade level collaboration and planning is evidenced in commonalities in lesson plans that are turned in quarterly.

3. Another barrier that has been reduced across the school is Science not being taught with fidelity across all grade levels. The daily instructional schedule follows a block format with a designated amount of time allotted for Science instruction. The upward trend of Science data is evidence of the barrier being reduced.

B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?

The evidence present that our school barriers are wide-reaching and will help us achieve our goals are increases in reading and science proficiency and learning gains (BAS data, FSA DATA). We are in a constant state of reflection as we assess and review student data. This process of using data to drive instruction will help us achieve our goals.

C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?

The breakdown towards eliminating the barrier includes: some teachers not planning effectively for ELA, Math, or Science blocks, although they have ample training. Another breakdown is teachers not following the instructional schedule by extending the reading block and cutting short the math or science blocks.

D. Did you identify other barriers that could serve as effective re- entry points into the plan? N/A.

**3. Are your strategies being implemented with fidelity?**

*A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

Our strategies are being implemented with fidelity. Evidence of this is the collection of agendas from PLC meetings, analyzing BAS data with individual teachers as well as teams, SWAG, classroom assessments, and district assessments. We reviewed schedules during data chats with teachers and discussed how we can make changes to drive Tier 1 instruction as well as Tier 2/3 intervention time. Walk-throughs data from administration and coaches are also used to assure that the instructional plan is implemented with fidelity.

**4. What are your benchmarks for success?**

*A. How will you progress towards your goal impact student achievement?*

Progression towards our goal will:

1. Increase ELA proficiency on FSA in grades 3-5.

2. Increase in Math proficiency (K-5)

4. Increase in Science proficiency.

5. Increase in % of students on level based on BAS (AP3).

6. Effective Response to Intervention process (RTI).

*B. What is your desired state?*

Our desired state is:

1. Increase ELA proficiency on FSA in 3rd grade by 5% points (59% to 64%).

2. Increase ELA proficiency overall (3-5th) on FSA by 5% points (62% to 67%).

3. Increase in Math proficiency (3-5th) on FSA by 5% points (60% to 65%).

4. Increase in Science proficiency (60%).

*C. What gaps exist between your current state and your desired state?*

The gaps present between our current state and our desired state are:

1. English Language Learners not mastering grade level standards.

2. Students with Disabilities (SWD) not mastering grade level standards.

3. Math BSA data (5th grade) below expected targets.